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By-Corven, William A.; Mikell, Eloise W.

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Some educators, at crucial points in the educational program, ignore innovation and too easily conform to standard educational patterns. To overcome this inertia, dissemination of improved ideas is necessary. Training should include administrators and school principals. To develop quality programs in the schools, research and development should establish priorities for the poor or culturally deprived, the education of new parents, employment of quality teachers, and quality program development for instructional television. A Commission on Crisis, which would be responsible for planning educational needs of the future, could aid school systems in their foreplanning. (LN)

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FINAL REPORT

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U. S. Department of Health, Education, and Welfare

Office of Education
Bureau of Research

FINAL REPORT

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The Southeastern Education Conference

William A. Corven
Eloise W. Mikell

National Educational Associates for Research and Development

Fort Lauderdale, Florida

November 30,1967

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U. S. Department of Health, Education, and Welfare

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PREFACE

The Southeastern Education Conference sponsored by National Educational Associates for Research and Development in conjunction with the U. S. Office of Education, was held in Fort Lauderdale, Florida, June 9-10,1967.

This conference was held to discuss the development of educational guidelines, to discuss some of the critical problems and deficiencies in education today and to arrive at practical solutions for solving the problems presented. In bringing together the outstanding educators and top level consultants with the purpose in mind of coordinating and combining ideas that could be instituted in various areas of the country, that will set a design for the improvement of education.

Featured speakers of the two day meeting were Dr. Nolan Estes, Assistant Commissioner, U. S. Office of Education, Dr. R. Louis Bright, Assistant Commissioner, U. S. Office of Education, Washington, D.C., and Dr. Joseph Hill, Associate Dean, Graduate Division, Wayne State University, Detroit, Michigan.

SUMMARY

Some of the problems presented by attending members of the conference were: in-service and pre-service training for teachers, shortage of people to evaluate, need for new working relationship between all levels of government planning and evaluating programs and new creative ideas, the need to deviate from the publishing of text books by the publisher to teacher involvement in curriculum planning.

Discussions presented need for knowledge of dissemination methods and techniques and training in proper use of materials. It was agreed that there are two crucial links in effective dissemination: the embodiment of fundamental knowledge and the idea that training is dissemination.

The proposal of five institutional groups, two of which will be major centers established in the next year to concentrate on major problems as analysis centers for needs of education was agreed upon as being the present solution to the educational problems in all areas of the United States.

INTRODUCTORY SUMMARY

The problems to be discussed in this conference dwell with practical solutions for the conventional lock-step education system that America presently finds herself. One can see that the faces appearing in this conference will bring forth new concepts and innovations that will be the criteria for future education planning. A scope of this conference is to bring forth various new mechanisms and ideas that will provide an incentive for future planning conferences in various areas of the country. Selected experts have interjected their ideas into this conference with an understanding that the dissemination will carry these new ideas into numerous school settings. Recommendations call for a Commission on Crisis in the field of education in order that universities, school systems and various other educational institutions may move ahead at a more rapid rate within innovative education and not be held back by our present all too formal procedures.

INTRODUCTION

For several years National Educational Associates for Research and Development (NeaRad) and Florida Atlantic University (FAU) have been cooperating with the school systems and agencies in the Southeastern United States concerning their local educational problems. They have also worked with developing innovative educational and research programs. From this service it has become apparent that state and local educational agencies have dug themselves into a tunnel with a blank wall and there is a drastic need for new programs that could assist these agencies with innovative education.

It was during the development of these programs that various members of the NeaRad Corporation began to see the need to hold a conference of educators to discuss plans for developing education guidelines dealing with critical problems of education. This report details this original conference, and as one might appraise from reading this report it is vital that future conferences of this type be programmed into the U. S. Office of Education's planning for the various regions of the country.

The purpose of the conference was to coordinate and combine ideas that could practically be instituted in various areas of the country, and that possess a design for the improvement of education.

It became apparent at the opening session that each of the individual representatives attending brought forward many challenging problems that needed resolving. Also presented were many new challenging and exciting formulas for the possible solutions of many of the nation's critical educational deficiencies. With this in mind, it was practically impossible for the group to confine themselves within the boundaries of the four objectives that were prescribed in the proposal:

1. To discuss in general various deficiencies in the field of education.
2. Develop valid ideas that could provide practical solutions.
3. Investigate and attempt to identify priorities for research and innovation.
4. Develop criteria that would benefit the United States Office of Education in relationship to critical areas.

The planning for this conference involved Nea Rad Corporation and Florida Atlantic University, and as the development proceeded Nova University also became involved. It is the desire of these agencies to hold a yearly conference that will bring together the nation's outstanding educators and top level leaders.

PROCEDURES

The Conference members met in a large group to be addressed by the guest speakers.

At the termination of the presentations the members divided themselves into small groups for discussion of the problem areas they were interested in: in-service training, parents as teachers, research and dissemination.

The presentations given at the conference are included in the Appendix.

Attached is a copy of the program for the two days.

FINDINGS

Discussion in general various deficiencies in the field of education.

The critical problems in the fields of education were first discussed. The two crucial links in effective dissemination were emphasized: (1) The embodiment of fundamental knowledge and (2) the idea that training is dissemination with emphasis on the various deficiencies. One method for effective dissemination would be the establishment of a "Commission on Crisis" to deal with fore-planning and with problems as they develop. Dissemination methods and techniques in teaching were stressed.

To develop a significant change in education, it was felt that the teacher training institutions should stress all new educational and teaching innovations. This should include programs to train school administrators and school principals, so that their function is more directly related to improving the educational process.

The point was made that some persons at crucial points in the educational program are not innovative and conform to the standard educational patterns. A tremendous short-coming was felt to be the fact that this resistance to change forbids us to grasp the many opportunities presented in education. Dissemination has to take an entirely new and broad approach. This should include programs to train school administrators and school principals, so

that their function is more directly related to improving the educational process. There is resistance to innovations and changes in education at all levels as well as from the local communities and Washington. It was felt that many readers of grants seem not to be receptive to innovations. The need to develop a more vocal energetic group that will apply modern technology, gather data, research and incorporate these into a new university center was expressed. To do this a new situation should be initiated. To develop new innovations in methods of traditional training, industrial training, people and educators should work closely together.

Develop valid ideas that could provide practical solutions.

It was felt that large centers would have a more vital influence for producing and developing innovative teaching techniques that state departments or colleges. These centers would bring in business and professional people as well as educators to help supply quality urban educational ideas and programs. This concentrated effort would do much to disseminate ideas and methods of education. From this vast source of knowledge, the center would develop rapidly as it is more exciting to innovate and experiment. We would have a means for testing our assumptions, for forward planning, for implementating in scope and for generating an exciting and compelling program.

Investigate and attempt to identify priorities for research and innovation.

To develop quality programs in the schools we must have research and development.

Four areas that should receive priorities for research and innovative development were identified (1) poor or culturally deprived (2) education of new parents (3) employment of quality teachers and development of quality programs in the schools (4) quality program development for ITV.

The function of education is the improvement of human conditions. We need to recognize that the poor and less poor want to become part of the main stream of life. We do not have a background of knowledge on this group and need to develop such knowledge. The most important investment we can make is the education of the individual. We need to change and develop a new relationship between children from this sub-culture and the school and their teacher.

We must take the chance and develop new programs and use as a guideline two reasons why many seemingly good projects fail: (1) implementation. There should be two sets of books kept on every project if it is to be implemented. One set of books should be kept on the innovative area of the project. The second set of books should be kept to show what the development costs and would be for any group interested.

A controlled school situation should be developed where parents are taught before the children arrive. These parents become the child's first teacher and the elementary teacher second. We have improved the health of the children by educating the parents. We can improve the education of the children by educating the parents. Most expectant parents would be highly motivated, and perhaps financial support, or a stipend might motivate other expectant parents. This highly innovative program might be called PAT -- Parents as Teachers.

A task force of specialists working cooperatively with a supporting agency, plus a team of researchers collecting programming materials and ideas, would need to operate many months in order to achieve a successful program. The cost, however, could run as much as $20,000 per each program hour.

CONCLUSIONS

It was concluded that one of the major deficiencies in education today is that educators do not recognize the gaps in education. They must stop and look at the overall picture and then begin with a rational appraisal.

Educators need to teach each other as well as themselves. There is a definite need for new dissemination methods and techniques. It was agreed that:

(1) educators should be intimate with materials to be disseminated,

(2) teachers should be trained to inquire into what should be disseminated.

It was agreed that there are two crucial links in effective dissemination:

(1) the embodiment of fundamental knowledge, and

(2) the idea that training is dissemination.

RECOMMENDATIONS

There is a very real need for a Commission on Crisis. This commission would be handed the responsibility to plan for the educational needs of the future as a major area of weakness in education today is foreplanning. The suggestions of the Commission and their recommendations would allow school systems, universities and other educational institutions to plan their complete programs.

APPENDIX

Participants in the Conference

Dr. Myron L. Ashmore
Superintendent, Broward County Public Schools
Fort Lauderdale, Florida

Dr. John Bahner
Associate Superintendent
Dade County Board of Public Instruction
Miami, Florida

Dr. Clair Bemiss
Staff Engineer and Systems Consultant
Pan American World Airways
Cocoa Beach,Florida

Dr. Sidney L. Besvinick
Associate Dean, Office of Research Coordination
University of Miami, Florida

Dr. Paul Brandwein
Assistant to President
Harcourt, Brace & World, Inc.
New York, New York

Mr. James E. Brannigan
Director of Program Development
Broward County Schools
Fort Lauderdale, Florida

Dr. Louis Bright
Assistant Commissioner, U.S. Office of Education
Washington, D.C.

Dr. William H. Brown
Professor of Education
North Carolina College at Durham, North Carolina

Dr. Nolan Estes
Assistant Commissioner, U.S. Office of Education
Washington, D.C.

Dr. Abraham S. Fischler
Dean of Education
Nova University
Fort Lauderdale, Florida

Dr. Arthur W. Foshay
Associate Dean, Research and Field Services
Teachers College
Columbia University
New York, New York

Dr. Edward Heiliger
Chief of Library Sciences
United Aircraft Corporate Systems Center
Farmington, Connecticut

Dr. Joseph Hill
Associate Dean, Graduate Division
Wayne State University
Detroit, Michigan

Mr. Eugene R. Howard
Director Innovation Dissemination
I/D/E/A Kettering Foundation
Dayton, Ohio

Dr. Jerome Keuper
President
Florida Institute of Technology
Melbourne, Florida

Mr. George Megginson, AIA
c/o Lemon & Megginson, Architects
Titusville, Florida

Dr. Palmer Pilcher
Vice President
University of Arkansas
Fayetteville, Arkansas

Dr. Robert Seitzer
Superintendent of Schools
East Orange Public Schools
New Jersey

Dr. Herbert W.Wey
Associate Dean, School of Education
University of Miami
Coral Gables, Florida

Dr. Warren Winstead
President
Nova University
Fort Lauderdale, Florida

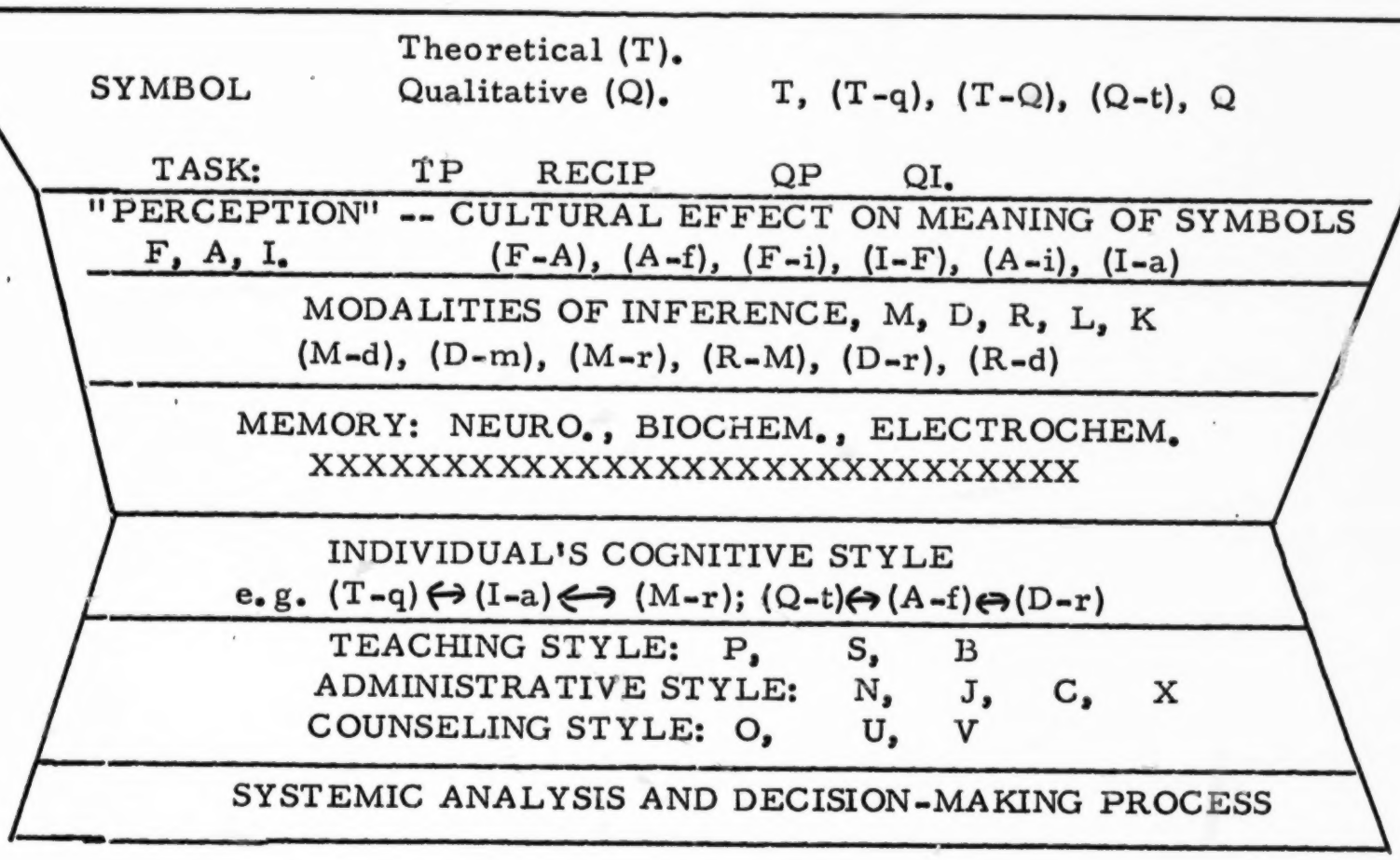
Dr. Arthur B.Wolfe
Director
Nova Schools
Fort Lauderdale,Florida

PROGRAM

FRIDAY, JUNE 9	
7:45 - 8:15 a.m.	Registration - Barefoot Mailman Lobby
8:15 - 9:45	Breakfast Meeting - Dining Room
	Dr. Arthur Wolfe - President, NEARAD
	Dr. Palmer Pilcher - Dean of Academic Affairs, Florida Atlantic University
10:15 - 12:30	Group Discussion - Board of Regents Room Florida Atlantic University
12:45 - 2:00 p.m.	Luncheon Meeting
	Dr. Nolan Estes - Assistant Commissioner of Education
2:30 - 4:00	Small Group Interaction
4:30 - 6:30	Informal Gathering - Refreshments
7:30	Dinner - Dining Room
	Dr. Louis Bright - Assistant Commissioner of Education
SATURDAY, JUNE 10	
8:00 - 9:35 a.m.	Breakfast Meeting - Speaker to be announced
10:00 - 12:00	Discussions to Develop Educational Criteria Board of Regents Room, Florida Atlantic University
12:15 - 1:15	Lunch
1:30	Free time to visit various educational institutions

Dr. Hill's Report

The diagram shown below was employed as a pictorial representation of the educational sciences.



STRATUM I -- The Symbol and Meaning

The Theoretical Symbol (T) can be defined as that symbol which presents to the "awareness" (the consciousness) of the individual something different than that which it (the symbol) itself is. There are two main types of theoretical symbols: (a) the auditory, and (b) the visual.

Auditory Theoretical Symbol. The sound of the word "cat" is the auditory symbol. It brings to the awareness an imagery different from the sound itself.

Visual Theoretical Symbol. The written or printed work. For example, the printed word "cat" brings to the awareness an

image different from that printed arrangement of letters. When an individual sees the word "cat" he may associate an image with that word but the image is different from the written word.

The Qualitative Symbol (Q) is that symbol which presents and re presents to the "awareness" of the individual that which it (the symbol) itself is to him. To exemplify, the shade of red of a particular object presents to the awareness of the individual, and henceforth represents itself to the awareness system of the individual, that which was perceived by the individual. In order for two or more persons to share knowledge of that particular shade of red exhibited by that particular object at the time it was originally observed, it would be necessary for the two persons to observe the object at the same point of time. The residual of the stimuli resulting from the observation of the color of the object is, in essence, that which is referred to as the qualitative symbol.

Champlin and Villemain have interpreted an "educational" situation in terms of the two types of symbols and have classified four different kinds of "situations": (1) qualitative independence; (2) qualitative predominance; (3) reciprocity; and (4) theoretical predominance. To illustrate a possible application of the theory, if an educator is attempting to motivate students to listen to a particular type of music, he might merely play three different recordings of scores that exemplify the qualities of the music in question. This approach would provide a situation of "qualitative independence" for the listener -- a type of situation frequently advocated by music lovers as the best for developing an appreciation for music. If the educator is attempting to teach students how to appreciate the type of music involved beyond that of the previously undefined "listening" level, he might make a few remarks to the group concerning, say, the unique rhythm patterns that prevail at certain intervals throughout each of the recorded scores, and then play the recordings. The introduction of the brief explanation (theoretical symbolization) prior to the playing of the records for the group (qualitative symbolization), provides the conditions for a "qualitative predominance" situation. If the educator is attempting to teach technical aspects of the type of music, as well as the appreciation of it, he might decide to play each of the three records, but at given intervals of time interrupt the musical presentation to explain certain aspects of the music.

If the intervals devoted to explanatory remarks are of approximately the same duration as those devoted to the musical presentations, the conditions for a situation of "reciprocity" exist. Finally, if the educator delivers a lecture (theoretical

symbolization) on the type of music under consideration, and supplements the lecture with a modicum of the sound of the music (qualitative symbolization), the conditions for a situation of "theoretical predominance" exist. The implications of these examples for the instruction of music, in various settings throughout the educational establishment, should be self-evident.

STRATUM II -- Perception, Cultural Effect on the Meaning of the Symbol

Both types of symbols, the theoretical and qualitative, can be perceived in a different fashion by different individuals. The general culture of the individual sets certain limits on his patterns of perception. Further structuring of meaning is effected by the individual's family background, occupation, economic class, sex role, and other related social factors. There are various theories of perception both in social-psychological terms and in more universal terms. The purpose of this stratum of the educational sciences is the application of the pertinent aspects of these theories to educational problems. Three essential "effects" are employed in this stratum: (F) Family; (A) Associates; and (I) Individuality.

STRATUM III -- Modes of Inference

The human being can draw both deductive conclusions and inductive inferences (probability conclusions). Inductive modes of inference (inferences can be either inductive or deductive) are of maximum value for the educational sciences as they apply to the process of education. In the employment of the inductive process, man can only advance three hypotheses and can only draw four inferences. The three hypotheses are classified as: (1) magnitude, (2) difference, and (3) relationship. The four inferences are: (1) magnitude (M), (2) difference (D), (3) relationship (R), and (4) appraisal or evaluation (L).

The implications of Stratum III are similar to those of Stratum I (Symbolism and Meaning) in that once an individual student's characteristic mode of inference is identified than any teaching of that individual should take into account his characteristic mode of inference. This statement should not be interpreted to mean that the teaching of an individual should only be limited to those areas that reinforce the strongest aspects of the student's mode of inference. The appropriate task of the educator might well be that of identifying the weakest aspects of the student's "mode" and then work with educational approaches that tend to correct these deficiencies. Diagnosis of the individual educa-

tional needs in terms of the previously delineated strata may be the most important function of the educational sciences in their beginnings.

STRATUM IV --- Neurological, Electrochemical and Biochemical Aspects of the Brain

There are certain aspects of the basic theories of the neurological structures and the electrochemical and biochemical processes of the brain that have bearing on human memory and thought. These aspects have not been as fully developed as they need to be to form a proper stratum of the educational sciences; however, they hold much promise for the future.

At the present time modifications of the hypothesis of Holger Hydn (Neurologist, Goteberg University, Sweden) are serving as points of departure for studying possible neurological, biochemical and electrochemical aspects of memory and learning. One of the present hypotheses is that memory is effected by certain configurations of protein substance stored in neurcglial cells that envelop the synapses of neural pathways. These configurations of the protein substance are formed in the neuroglial cells (called "glial cells") as the result of the electrochemical stimuli (nerve stimuli) distributed throughout a given neural pathway. The protein substance is composed of three basic acids, the structures of which are capable of forming an infinite number of permutations that yield configurations that (it is hypothesized) are unique to their associated sets of stimuli.

Biochemists now are probing methods of encouraging and inhibiting the "flow" of protein in neurological cells. If the above hypothesis is valid, the memory function of the brain can be improved by controlling the "flow" of protein. Thus, the possibility of using memory pills for certain types of educational tasks might become a reality in the relatively near future.

STRATUM V -- Cognitive Style

At the present time, the cognitive style of a student can be defined in terms of the first three strata of the "sciences": (1) symbolic orientation, (2) "perception," and (3) modality of inference. The fourth stratum, neurological, biochemical and electrochemical aspects of the brain, although important to the definition of cognitive style, is not sufficiently developed to include at this time.

The first three strata of the educational sciences offer a means of analyzing, interpreting, and evaluating educational activities in a manner different from those employed today. For example, if a student is confronted with an educational task calling for a predominantly theoretical (TP) symbolic approach, and if his cognitive style is (Q-t)⇔(A-f)⇔(D-r); which would indicate that his capabilities for being able to solve problems are most easily accomplished by him if the problem or phenomena could be cast in the qualitative symbolic, in a context in which his associates would have opinions about the solutions being sought, or to a lesser extent, his family would have, or have had experience in "solving"; and further, providing the "setting" of the problem includes "contrasts" or "analogies" through which solutions to the problems might be derived, then the educational scientist would know that the study of the algebra lesson would tend to be very difficult for the student. If the student must study mathematics, and although it is contrary to what advocates of modern mathematics wish to educate the student in terms of; the point of departure, and the bulk of his instruction whenever and wherever possible, should be carried out in terms of the qualitative symbol (e.g. pictures, graphs, objects). On the other hand, if the student (1) is mainly theoretical in symbolic orientation (T-q), (2) has perceptions that are mainly affected by his individuality (I), and to a lesser extent by his associates (a): therefore (I-a); and (3) is mainly appraisal inferential (L), then his being educated in modern mathematics (as is taught today) would present no problem. Computers are now being employed to match the cognitive styles of students with programmed instruction materials on the basis of the cognitive style of the "programmer." For example, if the student's "style" is (T-q)↔(I-a)↔(M-r); and he is going to use programmed instruction materials on a modern math unit, the computer would seek from the store of those appropriate units that had been programmed, the one which was programmed by an individual with a cognitive style that was somewhat similar to the student's, e. g. (T-q)↔(A-i)↔(L). This approach has been termed: "Computer Assisted Management of Learning (CAMOL)."

STRATUM VI -- Teaching Style, Administrative Style, and Counseling Style

Teaching Style. Based upon the information provided by certain doctoral studies and certain field testing results, it became clear that analyses and predictions in the student-teacher relationship could not be totally explained in terms of the cognitive styles of the respective individuals involved. For example, an

excellent teacher might be called upon to prepare programmed instruction materials in a unit of subject matter in which the teacher had previously witnessed great instructional success. Students who had cognitive styles that were significantly different from that of the teacher had considerable difficulty in the process of attempting to pass the proficiency examination associated with these materials. It should be noted that the frames included in the programmed instruction materials had highly satisfactory reliability and validity indices as did the proficiency test attached to the respective units. When the teacher was allowed to work with, i.e. teach, the same students in a face-to-face relationship they were able to handle not only these units but others at a level of greater difficulty with comparative ease. The factor at work actually was a tight-loop feedback circuitry between the students and the teacher in the teaching situation. It was through this feedback circuitry that the teacher was able to adjust her approaches in order to accommodate the cognitive styles of the students which as previously noted were significantly different from the teacher's.

It should be noted that all teachers are not able to adjust their cognitive styles in the fashion noted here, but teach in a rather set pattern. These types of teachers have been classified as those who possess a predominant (P) teaching style. The teacher who is able to teach a student "where she finds him," so to speak, in terms that are amenable to his cognitive style, is said to have a teaching style that is flexible (B). Finally, the teacher who uses the student's cognitive style as a point of departure for instruction, and moves him in the direction of his being able to accommodate her cognitive style, is said to be an adjusting-"switcher" type (S).

Teaching style is a necessary aspect of the educational sciences. It is used to analyze and predict occurrences associated with face-to-face teaching situations of various types, and those involving programmed instruction approaches.

Administrative Style. Although the cognitive style of the administrator is an aspect of his approach to administration, it is not a sufficient element to explain his total administrative behavior. Employing a systemic analytical approach, it has been discovered by persons working in the field of educational sciences that it is helpful to be able to classify the administrative style of pe rsons holding administrative positions. There are four classifications of administrative style: (1) "dominant" (N); (2) "a djusting" (J); (3) "cooperative" (C); and (4) "Passive-custodial" (X).

In certain field tests, administrators with highly similar cognitive styles have chosen decidedly different administrative behaviors while performing the same administrative tasks. The systemic approach which was used to analyze these behaviors noted whether the administrator was "persons" oriented, "processes" oriented, or "properties" oriented in his administrative decision-making approach. This fact, coupled with the administrator's attitude toward who should set the goals (the group or himself) and whose approach to the task should be employed (his or the group's), provides the essential elements for determining the administrative style of an individual.

Counseling Style. The cognitive style of an individual was, as in the case of teaching style and administrative style, found to be a necessary but not sufficient entity for explaining and predicting behaviors manifested by the student and the counselor in various types of counseling situations. In those cases where the counselor was highly directive, regardless of the situation involved, his counseling style was classified as (V). In those cases where the counselor was, in some instances, directive and in other instances non-directive, depending upon the situation, his counseling style was classified as "situational" (U). Those counselors who demonstrated to a high degree non-directive activity, regardless of the counseling situation, were classified as "non-directive" (O).

STRATUM VII -- Systems Analysis and Decision-Making Theory

Using the approach that all the activities occurring under the rubric of "education" could be classified either as micro-cosmic systems and/or macro-cosmic systems, in which decision-making coupled with tight-loop feedback circuitry results in the desirable feature of self-adjustment, a selected set of systems models have been field tested in pilot study demonstrations in the areas of analysis, evaluation, and simulation. Further work is being carried out in this stratum in large-scale projects involving various types of educational decisions concerning personnel, facilities, and equipment.

Dr. Bright's Report

Dr. Bright: We are trying to gear our research to meet future problems, problems that will occur within the next two decades:

1. What are the functions education will be expected to provide in 1980-1990? What will be the objective?

2. What skills and knowledge will be needed in our society in the year 2000?

3. What will be the educational technology in vogue at this time, and what roles will the teacher play? What will be the roles of teacher-training institutions?

4. How much will be done in the various institutions of the society of 2000?

5. What money will be needed for facilities and resources that will be required in education during this period?

Much has been done in industry to provide for the future, but there is little or no information available that could apply to education. We plan about five institutional groups, two of which will be major centers established next year to concentrate on these major problems, as a possible answer in meeting these needs of education. We will lay out the different possibilities and get an analysis of what these alternatives will offer. I think you can expect two years of interesting analysis. We seem unable to explain the results we get. However, I think we can expect the school to be requested to take some part of family influence in such areas as moral character education that is needed to produce a democratic society. We will be remiss if we fail to develop skills, fail to develop a sense of belonging to a group. The schools of the future, as far as strategic thinking now goes, will entail family education, method of teaching, and the fact that the basic teacher is the student -- not the professional teacher.

States are in need of statewide planning and evaluation. There is a dire need for the quality of proposals; only 5% of Title III projects were creative and innovative. There is a need for a new approach. Technical assistance is needed in many states such as Mississippi, Alabama, and South Carolina. There is a need for nationwide strategy for dissemination, such as national centers for dissemination.

There is the age-old problem that the Federal Government is trying to take charge of education. We know that this is not true, and we realize that there is a dire need to improve Federalism at each level of the government from the local, to the state, to the regional and Federal Government, if we are to have quality. We need new working relationships between all levels of government, planning and evaluating programs and new creative ideas.

COMMENTS OF Dr. Nolan Estes
Assistant Commissioner of Education

In two weeks the last series of three reports ESEA, 1965, from the Offices of Education will be presented. These reports indicate a promising potential: that with funds there is every indication that educators will and do respond to change. Secondly, that a partnership can exist between school and community, between school districts, and between private and public schools, and that there is a real need for all of this assistance. The steps needed to bring about change for research, expand knowledge, invent ways for both dissemination and demonstration, and finally to adopt or develop the new workable ideas.

We are greatly pleased because there are very few on either side of Congress that now question the need for Federal assistance. They realize that the assistance is not only needed, but also, that it works. South Carolina reports, for example, that the Elementary and Secondary Act provides for less than 7% of the total education budget in that state, but that it is working for their state.

To say that there are not problems would be remiss, for there will always be problem areas. Presently, our big problem is people, both in quantity and quality. On the latter, there is a need for not only in-service, but also pre-service training. Due to this problem, Title III is running three months behind

schedule, and Title V is unable to find people.

In increasing the quantity and quality of teachers, the training profession and methods must be improved. The very critical program Educational Professions Act seemingly will be enacted in July of 1969, with no major change in emphasis. This Act will consolidate, expand, train administrators, and aid school board members. It also makes it possible to contract with private, non-profit organizations to train educators. Also, the Teacher Corp will seemingly pass Congress, but with changes.

A second problem exists under Title I, III, and V that reveals a shortage of people that know how to evaluate. There is a shortage of instruments and techniques for evaluation purposes. Hopefully, our projections show that the student population will level off in the next few years to 45,000 pupils. Then, possibly, we can concentrate upon quality.